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ABSTRACT

Myers Library is a regional demonstration project which serves the Arizona counties of Pima, Santa Cruz, and Cochise. The program has four primary purposes: (1) to provide in Myers Elementary School a good school library program with adequate facilities, materials, and professional and clerical personnel, following standards established by the American Library Association and the Department of Audiovisual Instruction of the National Education Association; (2) to promote community support for library resource centers as an integral part of a sound educational program; (3) to provide a training center for the University of Arizona in preparation of students for elementary school library, teaching, and administrative positions; and (4) to promote among educators an understanding of the role of the school library through invitations to visit the Myers Library, and to attend workshops, conferences, and in-service meetings sponsored by the library. (Author/NH)

ED 078875

The Myers Demonstration Library

An ESEA Title III Project

LI 004 410

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May 1971

The Title III ESEA Division of the Arizona Department of Education is very happy to participate in this dissemination of material focusing attention on the activities of the Myers Demonstration Library project. We trust the information found in this abstract will assist librarians and other educators throughout the state in adapting and implementing similar activities in their own libraries and schools.

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THE MYERS DEMONSTRATION LIBRARY PROJECT
(ABSTRACT)

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THE MYERS DEMONSTRATION LIBRARY PROJECT

I. Activities of Myers Demonstration Library Project

The Myers Demonstration Library is a regional demonstration project funded by ESEA Title III, and currently is in its third and final year of operation. The library is located in Myers Elementary School in Tucson School District #1, Tucson, Arizona. The region it serves includes Pima, Santa Cruz, and Cochise counties.

The development of elementary libraries in southern Arizona has been slow in the past; many parents and educators have been unaware of the importance and value of good elementary school libraries. By providing a model library which meets personnel and materials standards and by providing an outstanding program of library services, the Myers Demonstration Library Project strives to promote among these individuals a knowledge of the value of elementary libraries.

Goals and behavioral objectives have been written to direct the activities of the Myers Demonstration Library Project. It is against these objectives that the effectiveness of the Myers Demonstration Library Project has been evaluated.

A. Personnel

Three librarians and three clerks staff the library providing services for twenty-eight teachers and approximately 800 students.

B. Services to Myers Students and Teachers

The library is open to students before and after school and throughout the school day, during which time students may come to the library as individuals, small groups, or as entire classes. The library is open on Saturdays and many school holidays. It was also open five days a week throughout the summers of 1969 and 1970.

Approximately 30 to 50 thirty-minute periods are conducted by the librarians each week with classes or small groups as requested by the teachers. Library related activities conducted at these times include story hours, book introductions, lessons on the use of audiovisual equipment, creative writing, creative dramatics, instruction in library procedures for

student library aides, instruction in story telling techniques, and others.

Students have available for their use in the library, or to take home, the following media: books, paperback books, encyclopedias, magazines, filmstrips, records, tapes, art prints, study prints, National Geographic pamphlets, charts, maps, and vertical file materials. In addition, for use in the library or classroom, the students have access to transparencies, 8mm single concept loop films, models, games, and 35mm slides. All of the above, plus instructional films and professional books and magazines, are available to teachers. Also, children can often observe and study displays of a variety of small, live animals such as fish, mice, and reptiles which are at times displayed in the library.

All library media are cataloged, and cards for all types of media are interfiled in the card catalog.

Audiovisual equipment available for students to use in the library includes the following: filmstrip projectors, tape recorders, record players with listening posts, 8mm single concept loop machines, and, upon request, students may use the overhead, opaque, and slide projectors. The students may check out filmstrip projectors and tape recorders for overnight use. All students in grades one through six have received instruction and passed performance tests in the use of various types of audiovisual equipment.

The teachers, in addition to the above equipment, have the use of 16mm film projectors and dry mount press. Audiovisual equipment is kept in working order and made available to the teachers on an organized basis by the librarians, in order that the teachers have the equipment when needed.

At the request of teachers, the library staff will collect applicable media on any subject from the Myers Library, the Tucson District #1 Educational Materials Center, and the University of Arizona Film Bureau for use with students in the classroom.

C. Services to the Community

Myers Library materials are made available to all members of the community who wish to use them, including adults, many junior and senior high school students, parochial school students, and, particularly during the summer, students from nearby elementary schools whose libraries are not open at that time.

Once each week the librarians present a preschool story hour in the library. Mothers bring their preschool children for thirty minutes of storytelling and related activities, and parents and children are urged to check out books for sharing at home.

D. Cooperation with the University of Arizona

The Myers Library welcomes visits by entire University classes, small groups, or individual students working in the areas of elementary education and school library science.

Student teachers assigned to Myers classrooms are provided with all library services accorded classroom teachers. Audiovisual workshops are conducted by the librarians for these students in order to familiarize them with the equipment available.

Student librarians are assigned to the Myers Library each semester for their student work, providing these students with practical experience in many types of library activities.

Mrs. Helen Renthal, Assistant Professor, School of Library Science, University of Arizona, is a part-time consultant to the Myers Demonstration Library Project, and coordinates activities between the University and the Project.

Library personnel, upon request, take the Myers Demonstration Library film, Libraries Are Kids' Stuff, and a series of 35mm slides illustrating the project to the University for presentations of the library program to university classes which cannot visit the library itself.

II. The Library's Progress Toward Its Goals

Complete evaluation data for each goal and objective cannot be presented here for reasons of space. There were sixteen stated program objectives for Myers Library in its first and second years of operation. Four more objectives were added for the third year of operation. The four major library goals and abbreviated statements of the twenty objectives are presented below, along with short summaries of the information which has been collected to date on each program objective.

A. Goal I

To provide in Myers Elementary School a school library program with adequate facilities, materials, and professional and clerical personnel, following standards established by the American Library Association and the Department of Audiovisual Instruction of the National Education Association.

B. Objectives for Goal I

1. *Southern Arizona educators will gain knowledge of American Library Association and National Education Association Department of Audiovisual Instruction standards.*

A total of fifty-two elementary schools in southern Arizona returned the ALA Standards and Department of Audiovisual Standards form prepared by project personnel. It is assumed that the exercise of completing this form has increased their knowledge and awareness of these standards and of materials and equipment at Myers Library.

2. *At least 60% of Myers students will utilize the library each week.*

The measurement of student utilization of the library through several week-long surveys showed that the Myers Library is well used by students. The library was used an average of 2,787 times a week by the 800 Myers School students. The teachers' planned use of the library appears to be correlated with the frequency of their students' self-initiated use of the library.

3. *Myers students will demonstrate the ability to apply location skills.*

The relative effectiveness of three possible approaches to educating students in library reference skills is currently being investigated.

4. *Myers students will be able to operate audiovisual equipment.*

During the three years of the project, all students attending Myers School received instruction in several different types of audiovisual equipment.

5. *Myers teachers will value library materials and services.*

Forty-three percent of the Myers teachers requested materials from the library at least ten times during the 1969-70 school year. The average number of materials which all thirty teachers received for classroom use alone was 225.6. During that year teachers requested librarian-supervised activities for small groups of their students on the average of 14.03 times; they each requested activities for their total class on the average of 11.13 times.

6. *Myers teachers will apply the ability to operate audio-visual equipment.*

Teachers during the 1969 - 1970 school year used audiovisual material and equipment on the teacher average of:

a)	Scheduled Movies	41.40
b)	Movie Projector	30.83
c)	Overhead Projector	8.90
d)	Opaque Projector	2.53

7. *Myers teachers will respond positively to the total range of library programs, materials, and services.*

Eight of twenty-eight items on the Teacher Attitude Survey were significantly rated more positive at the .05 level. The rated items included those which dealt with student home use of AV equipment, using librarians as educational consultants, and using students as library aides.

8. *Myers students and teachers will respond positively to library materials.*

During the 1969 - 1970 school year the students of Myers School circulated 70,184 items from the Myers Library; the Myers teachers circulated 9,756 items. These figures do not include materials requested from outside the Myers Library.

9. *The primary, intermediate, and junior high school (seventh grade) students of Myers will respond positively to the library.*

Information from the primary, intermediate, and junior high school students of Myers School reflected positive response to the library. On a ten point rating scale the means for the attitude items ranged from 6.8 to 8.9.

10. *Myers students (4th, 5th, and 6th grades) who have experienced the library for two and one-half years with library oriented teachers will have a significantly (.05) greater average reading level than students who had non-library oriented teachers for two and one-half years.*

The results of comparisons of the average reading levels of intermediate students who had library-oriented teachers with the average reading levels of intermediate students who had non-library oriented teachers were inconclusive.

11. *First grade students who attended preschool story hours will have greater knowledge of the Myers Library programs and materials than first graders who did not attend preschool story hours.*

Results showed that the first graders who attended preschool story hours the previous year had significantly greater knowledge of the library programs and materials.

12. *The teachers of Myers School will respond positively to the library programs, materials, and services as indicated by increasing involvement on their part of the library programs, materials, and services in the schools' instructional programs.*

At the present time the data to measure this objective has not been analyzed to determine whether it has been met.

C. Goal II

To promote among educators an understanding of the role of the school library through invitations to visit the Myers Library and to attend workshops, conferences, and inservice meetings sponsored by the library.

D. Objectives for Goal II

1. *Regional administrators will comprehend the Myers Library programs, materials, and services.*

During the 1969 - 1970 school year, a total of forty-eight administrators either visited Myers Library or were involved in Myers Library workshops. Of these administrators, five visited from out of state.

2. *Regional librarians will comprehend the Myers Library programs, materials, and services.*

During the 1969 - 1970 school year, at least one hundred eighty-six librarians from southern Arizona either visited or were involved in Myers Demonstration Library workshops. The majority of these librarians were from Tucson District #1.

3. *Regional teachers will comprehend the Myers Library programs, materials, and services.*

During the 1969 - 1970 school year, twenty-five teachers from southern Arizona either visited or were involved in Myers Demonstration Library workshops. The efforts of the library to involve regional teachers have met with only moderate success.

E. Goal III

To provide a training center for University of Arizona students preparing for elementary school library, teaching, and administrative positions.

F. Objectives for Goal III

1. *University of Arizona student librarians will demonstrate elementary librarianship knowledge and skills.*

During the three years of the project, fifteen student librarians each received approximately 90 - 120 hours of training in the Myers Library.

2. *University of Arizona education students will comprehend the Myers Library programs, materials, and services.*

Approximately 500 college students were introduced to the Myers Library in the 1969 - 1970 school year, either through training, visitations, storytelling, or slide presentations. A total of 71.6 percent of 148 college students who heard presentations about Myers Library answered correctly at least 80 percent of the cognitive questions based on the presentations.

3. *University of Arizona education students will respond positively to Myers Library.*

The average university class response to the presentations was highly positive.

G. Goal IV

To promote community support for library resource centers as an integral part of a sound educational program.

H. Objectives for Goal IV

1. *The regional community will value the elementary school library.*

a) District #1 included in its successful June 2, 1970, 9.9 million dollar school bond election, five new elementary libraries. The remodeling of five existing library facilities is also planned using District funds.

b) For the past three years Myers Library has successfully conducted, once a week, a preschool story hour for 20 - 30 children and about 15 mothers.

c) Myers Library was not successful in initiating a library family night. A trial family night was attempted for eight wecks.

III. Project Dissemination Activities

A mailing list of administrators, librarians, and other educators in the three-county area served by this project is maintained. These individuals and schools have received brochures,

invitations to visit the Myers Library, offers to host workshops in library-related areas, offers to have the series of slides about the project shown to their faculties or to other groups, announcements of the availability of the film, Libraries Are Kids' Stuff, and invitations to meetings the project has sponsored.

Meetings sponsored included a series of three speakers on the theme, "Creative Use of Library Resources", and a course for salary credit entitled, "New Look in Children's Literature." Two inservice meetings on the use of audiovisual equipment were conducted at Myers School for Tucson District #1 elementary school librarians and clerks. The project was one of the sponsors of a two-day conference for Tucson District #1 administrators and librarians exploring the subject, "Teamwork--The Key to Better Libraries."

Thirteen regional agencies have been involved in the activities of the Myers Demonstration Library Project. The Project staff has also relied upon a number of consultants and a regional library committee for assistance in setting guidelines, policies, and objectives for the Myers Library. Project staff members, Myers School teachers, and Tucson District #1 administrators have made several visits to exemplary school libraries to survey library practices for possible implementation in the Myers Library.

Myers Library has received wide publicity throughout its period of operation through local newspaper coverage, radio and television presentations, and showings of a 35mm slide presentation and the film, Libraries Are Kids' Stuff. The film was produced in conjunction with the Radio-TV Bureau of the University of Arizona and is available for loan from the Myers Library, the ESEA Title III office of the State Department of Education, or the University of Arizona Bureau of Audiovisual Services (602-884-1637).

The Myers Library staff has also prepared a dissemination brochure which describes the student and teacher services of the library in greater detail and provides information about the extent of the library materials and equipment, the characteristics of the library facility, the administration and budgeting of the project, and the evaluation design for the project.*

The dissemination brochure, or any further information about the Myers Demonstration Library may be obtained by contacting:

Myers Demonstration Library
Tucson Public Schools
5000 E Andrew
Tucson, Arizona 85711
(602) 791-6825

ESEA Title III Office
Arizona State Dept of Education
or: Suite 423,
State Office Building
1688 W Adams
Phoenix, Arizona 85007
(602) 271-5414

*ERIC User Note: This brochure has been included with this document. The quality of photographs may have suffered in reproduction

IV. The Future of Myers Library

On April 19, 1971 when the writing of this abstract was nearing completion, the Myers Library caught fire, suffering extensive damage. This abstract, therefore, is largely a summary of activities preceeding that date.

Damage to the library structure has been estimated at approximately $50,000; estimate of loss of library media and equipment is approximately $69,000. Currently a small library has been set up in the front hall of Myers School. Salvaging of the library media and equipment saved is nearing completion. Repair of the structure and reordering of materials will soon be undertaken. It is anticipated that repairs to the library quarters will be completed in time for the opening of school in the fall.

The federally funded, three year Myers Demonstration Library Project will terminate as scheduled June 30, 1971. During the school year 1971 - 1972 it is anticipated that, through Tucson School District #1 funds, several elements of the project will be continued, with concentration particularly on the areas of extensive library services to Myers students and faculty, and including services to the community and consultant services to educators in Tucson School District #1.

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Myers Library is a regional demonstration project funded under Title III, ESEA, and approved for a three year period, 1968–1971. The project serves the Arizona counties of Pima, Santa Cruz, and Cochise. The program has four primary purposes:

to provide in Myers Elementary School a good school library program with adequate facilities, materials, and professional and clerical personnel, following standards established by the American Library Association and the Department of Audiovisual Instruction of the National Education Association.

to promote community support for library resource centers as an integral part of a sound educational program.

to provide a training center for the University of Arizona in preparation of students for elementary school library, teaching, and administrative positions.

to promote among educators an understanding of the role of the school library through invitations to visit the Myers Library, and to attend workshops, conferences, and in-service meetings sponsored by the library.

Myers Demonstration Lib

ers Demonstration Library is...

a place where children learn

Individuals, groups, or complete classes may come to the library whenever the need or desire arises without making previous arrangements. In addition, thirty periods are available each week for librarians to conduct special activities, such as storyhours and book introductions, for those classes whose teachers request them. The library is staffed by three certified librarians and two clerks.

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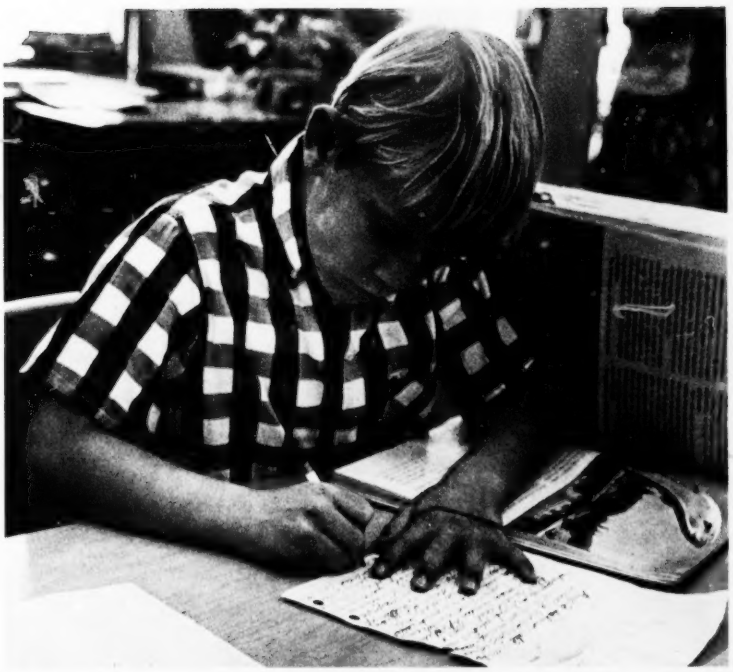
hobbies, projects, and pets.

a place where children

Through provision of a wide variety of media, exhibits, and services the Myers Library provides an atmosphere in which children are invited to explore, inquire, seek answers, and develop self-direction in their learning. All library media may be checked out by students for use in the library or at home, including filmstrip projectors and tape recorders. The librarians assist student interest groups in library-oriented projects in the areas of science, creative writing, storytelling, library service, and use and care of audiovisual materials. The library is a center for exhibiting children's hobbies, projects, and pets.

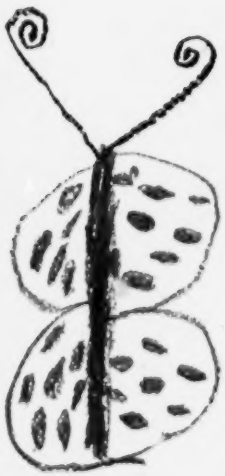
develop new interests

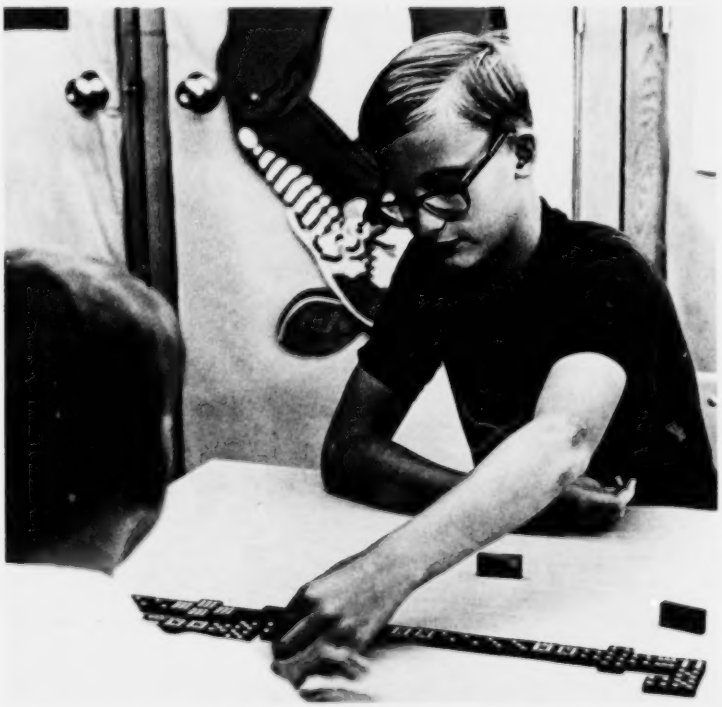
ew interests



a place where children have

here children have fun





It is with the child that positive attitudes toward libraries and life-long habits of library-usage are developed. The Myers Library, therefore, strives to present, in addition to a pleasant and profitable place in which to learn, an inviting atmosphere in which children may enjoy games, films, speakers and other activities, and one in which they may relax with a change of pace in the day's activities.

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Inviting surroundings and stimulating materials provide a library environment conducive to involvement with ideas and people. In the library students work in committees, participate in table games, share materials, and visit. The principal, teachers, and librarians cooperatively plan activities and units of work. Teachers ... request materials on the subjects they will be teaching, and library personnel gather and deliver to them all applicable media.

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a part of the community

The Myers Library reaches beyond its own students and regular school hours to be of service to the community. Weekly storyhours where preschoolers hear stories and participate in other activities are a part of the library program. The children and their mothers check out books to share at home. The library is open before and after school, on Saturdays, on many school holidays, and throughout the summer. In addition to Myers students many parochial and junior and senior high school students use the library facilities and check out media at these times.

The community also serves the library. Parent volunteers donate a half day each week to the library; their services in helping with media circulation benefit the library greatly.

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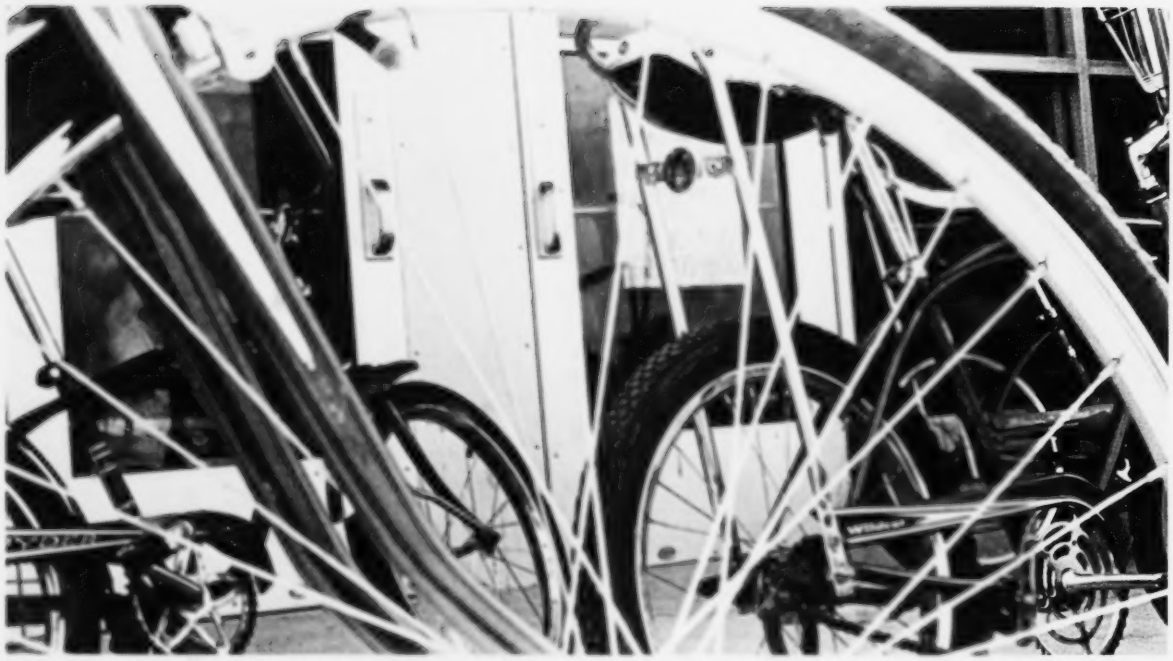

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The library serves as a training center in school librarianship for University of Arizona students. Working under the direction of the librarians and supervised by University faculty members, student librarians take part in all aspects of the varied library program.

Student teachers from the University of Ar
assigned to Myers classrooms are urged to
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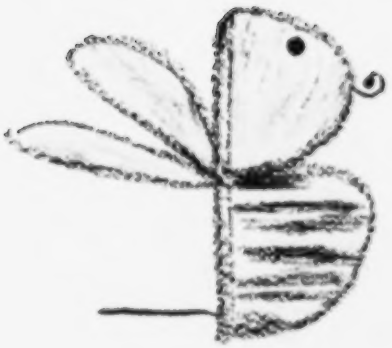
Librarians assist them by gathering media
use, demonstrating the use of audiovisual
equipment and materials, and helping them
library activities with their students.

The Myers Library invites University of Arizona faculty members, classes, and individuals working in the areas of elementary education, library science, and school administration to visit its facilities in order to acquaint them with the role of the school library in the total educational program.

Student teachers from the University of Arizona assigned to Myers classrooms are urged to use the library and its materials in their teaching. Librarians assist them by gathering media for their use, demonstrating the use of audiovisual equipment and materials, and helping them plan library activities with their students.



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an invitation to explore new ideas

To promote understanding of the expanding co
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people to visit the library and sponsors library-orie
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program Myers Library presented:

"Focus on Elementary Libraries," a one day conference wi
recipient of the National School Library Award, 1968, as lu
and featuring open houses in six elementary libraries in fou

"Sobrante Park Media Center — An Innovative Project," w
Miss Earlene Vandercook, Media Specialist from Oakland,

Dr. Nolan Estes, Superintendent of Schools in Dallas, Texa
Commissioner of Elementary and Secondary Education, U.
Education, as speaker.

Miss Peggy Sullivan, former Director of the Knapp School
as speaker at a meeting of all Tucson Public Schools, District

A television show explaining the library program for the seri
presented by Tucson Public Schools, District #1.

"New Look in Children's Literature," a course for salary cre
of 150 teachers, librarians, and administrators from five Tuc
the parochial schools, and the Tucson Public Library. Guest
authors Rebecca Caudill, Don Freeman, Zilpha Snyder, and
Augusta Baker, Coordinator of Children's Services, New Yo
Helen Renthal, Elinor Saltus and Ronald Van De Voorde fr
of Education, University of Arizona.

To promote understanding of the expanding concept of the modern school library among educators, the Myers Library invites interested people to visit the library and sponsors library-oriented meetings, in-service courses, workshops, and conferences. During the first year of the program Myers Library presented:

"Focus on Elementary Libraries," a one day conference with Dr. Wesley Gibbs, recipient of the National School Library Award, 1968, as luncheon speaker, and featuring open houses in six elementary libraries in four Tucson school districts.

"Sabranic Park Media Center — An Innovative Project," with guest speaker Miss Earlene Vandercook, Media Specialist from Oakland, California.

Dr. Nolan Estes, Superintendent of Schools in Dallas, Texas, and former Associate Commissioner of Elementary and Secondary Education, U.S. Office of Education, as speaker.

Miss Peggy Sullivan, former Director of the Knapp School Libraries Project, as speaker at a meeting of all Tucson Public Schools, District #1 librarians.

A television show explaining the library program for the series *Know Your Schools* presented by Tucson Public Schools, District #1.

"New Look in Children's Literature," a course for salary credit, with an enrollment of 150 teachers, librarians, and administrators from five Tucson school districts, the parochial schools, and the Tucson Public Library. Guest speakers included authors Rebecca Caudill, Don Freeman, Zilpha Snyder, and Nancy Larrick; Augusta Baker, Coordinator of Children's Services, New York Public Library; and Helen Ranthal, Elinor Sattee and Ronald Van De Voorde from the College of Education, University of Arizona.

Libraries Will Be Focus Of Education Week Plans
School Libraries To Be Topic Of Thursday Meet
Early Education Keyed To Successful Schools
Improvement Seen For Traditional School Libraries
Children's Books To Be Discussed

Libraries Will Be Focus
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Early Education Keyed
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Youth Author
To Speak Here
Children's Books
To Be Discussed

[illegible] Project funded under Title III, ESEA, granted to Tucson Public Schools, District #1, Tucson, Arizona 85717.

[illegible], *Superintendent of Schools*
[illegible], *Associate Superintendent*
[illegible], *Assistant Superintendent*

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